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# **Higher Education for Development Semi-annual Progress Report**

October 1, 2014 – March 31, 2015

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## Executive Summary

Funded by U.S. Agency for International Development (USAID) and the U.S. Department of State, Higher Education for Development (HED) mobilizes the expertise and resources of the higher education community to address global development challenges by facilitating and managing higher education partnerships. Using higher education as the vehicle to address development challenges, HED partnerships carry out a range of activities to promote educational effectiveness (e.g. teaching, curriculum design, or research), strengthen institutional systems and organizational development, and facilitate strategic alliances among higher education institutions, government, and other entities. Enhancing these aspects of higher education results in shared knowledge and a competent workforce that can lead to innovation and policy change for the ultimate purpose of advancing broader human and social development goals in society.

During the first half of FY 2015, HED managed 31 active partnerships in 26 host countries. For this reporting period HED partners

- reported implementation of 126 outreach/extension activities in the host-country community, and
- provided 125 short-term training opportunities to 2,211 individuals (1,182 female and 1,029 male) affiliated with host-country institutions.

In addition to documenting partnership development results for the period October, 1 2014 – March 31, 2015, this report details initial steps that HED has taken to proceed toward a complete and orderly closeout of the program.

## About HED

Higher Education for Development (HED) was founded in 1992 by six major U.S. higher education associations<sup>1</sup> to advance the engagement of the higher education community in addressing development challenges around the world. HED does this by managing innovative partnerships that join U.S. universities and colleges with higher education institutions in developing countries. HED's model is based on its theory of change, which posits that higher education institutions are key to economic growth and the advancement of societies. Higher education contributes to creating new bodies of knowledge and bringing innovative solutions to market, engaging active and emergent leadership, and building a competent workforce. By promoting a culture of continuous learning and improvement within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.

HED receives funding from USAID's Bureau for Economic Growth, Education and Environment, Office of Education (E3/ED) through a Leader with Associates (LWA) cooperative agreement, from USAID's functional and regional Bureaus and worldwide Missions, and from the U.S. Department of State. Under the LWA Cooperative Agreement and at the request of USAID, HED also designs and establishes higher education partnerships through Associate Awards. In such cases, E3/ED may elect to match funds from USAID Missions and Bureaus to catalyze investments. Associate Awards may support complex HED consortia partnerships in a country

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<sup>1</sup> The six higher education associations include the American Council on Education (ACE), the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

or region, clusters of partnerships that more address a more narrowly defined development challenge, or the traditional partnership approach involving a single U.S. and single host-country institution of higher education institution.

The LWA Cooperative Agreement (AEG-A-00-05-007-00) between USAID and ACE/HED outlines the following seven performance objectives.

- **Objective 1**—HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design Request for Applications resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).
- **Objective 2**—HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
- **Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
- **Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching, research, and public service resulting in measurable effects on regional and national development goals.
- **Objective 5**—HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.
- **Objective 6**—HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in state-of-the-art research and practices shared with USAID and the higher education community worldwide, shared innovations in development practice, and opportunities for international development collaboration among USAID, Non-government organizations (NGOs), higher education, foundations, and other relevant organizations.
- **Objective 7**— HED will design and implement performance management processes, evaluations, and impact assessments that support USAID's education strategy and policy.

HED ensures effective performance management by instilling a culture and practice of evidence-based decision making and reflective learning among partners throughout the partnership lifecycle. During implementation HED and its partners are committed to monitoring and data quality processes that maintain a focus on results-driven management. A complete list of indicators used to track progress towards the performance objectives outlined in the HED LWA Cooperative Agreement is presented in Appendix A.

Performance data presented in this report are for semiannual indicators only. Data on other indicators will be provided in the FY 2015 annual performance report. The data presented in this report underwent a data quality verification review. Because all partnership activity supported through the LWA Cooperative Agreement will end in June 2015, HED will verify performance data for all FY 2015 data as part of its final reporting and closeout process.

# Overview of HED Partnerships

This section presents an overview of the higher education partnerships supported by HED during the reporting period October 1, 2014 – March 31, 2015. .

## Partnerships and Institutions Supported

For the reporting period of October 1, 2014–March 31, 2015, HED managed 31 active partnerships in 26 host countries. These 31 partnerships involved a total of 79 institutions of higher education of which 44 were host-country institutions and 35 were U.S. institutions. Three host-country institutions receiving support benefitted from more than one award. By comparison, four of the 35 U.S. partner institutions participated in more than one HED partnership. Data for indicators that track the number of partnerships and higher education institutions supported as part of progress towards LWA Objective 1 are presented in Table 1. Please refer to Appendix B for a complete list and description of the 31 HED partnerships that were active in the first half of FY 2015.

Table 1

*Number of Higher Education Partnerships and Institutions Supported*

LWA Cooperative Agreement Indicators	Results between	
	October 1, 2014 -March 31, 2015	
Custom Indicator: Number of collaborative partnerships funded	31	Partnerships
Custom Indicator: Number of higher education institutions supported through HED	44	Host-country Institutions
	35	U.S. Institutions
	79	Total

## Partnership Funding

Of the 31 partnerships that were active for this reporting period, 16 were funded solely under the LWA Cooperative Agreement. Thirteen of the partnerships were funded by Associate Awards between HED and eight USAID Missions and Bureaus.<sup>2</sup> One partnership was funded by both an Associate Award and the LWA. The U.S. Department of State Bureau of Western Hemisphere Affairs also funded one partnership under a cooperative agreement with ACE/HED.

## Partnerships Closed

Between October 1, 2014 and March 31, 2015, three partnerships completed implementation of activities and closed. Each of these partnerships was a part of the BMENA - U.S. Community Colleges Partnerships Initiative Program and involved the following institutional partners:

- Red Rocks Community College (Colorado), Al-Huson University College (Jordan), and Al-Balqa Applied University (Jordan)
- Middlesex Community College (Massachusetts), Bristol Community College (State), Ecole Normale Supérieure de l'Enseignement Technique de Rabat (Morocco), and Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia (Morocco), and
- Washtenaw Community College (State), The William Davidson Institute at the University of Michigan (Michigan), and Al Quds College (Jordan).

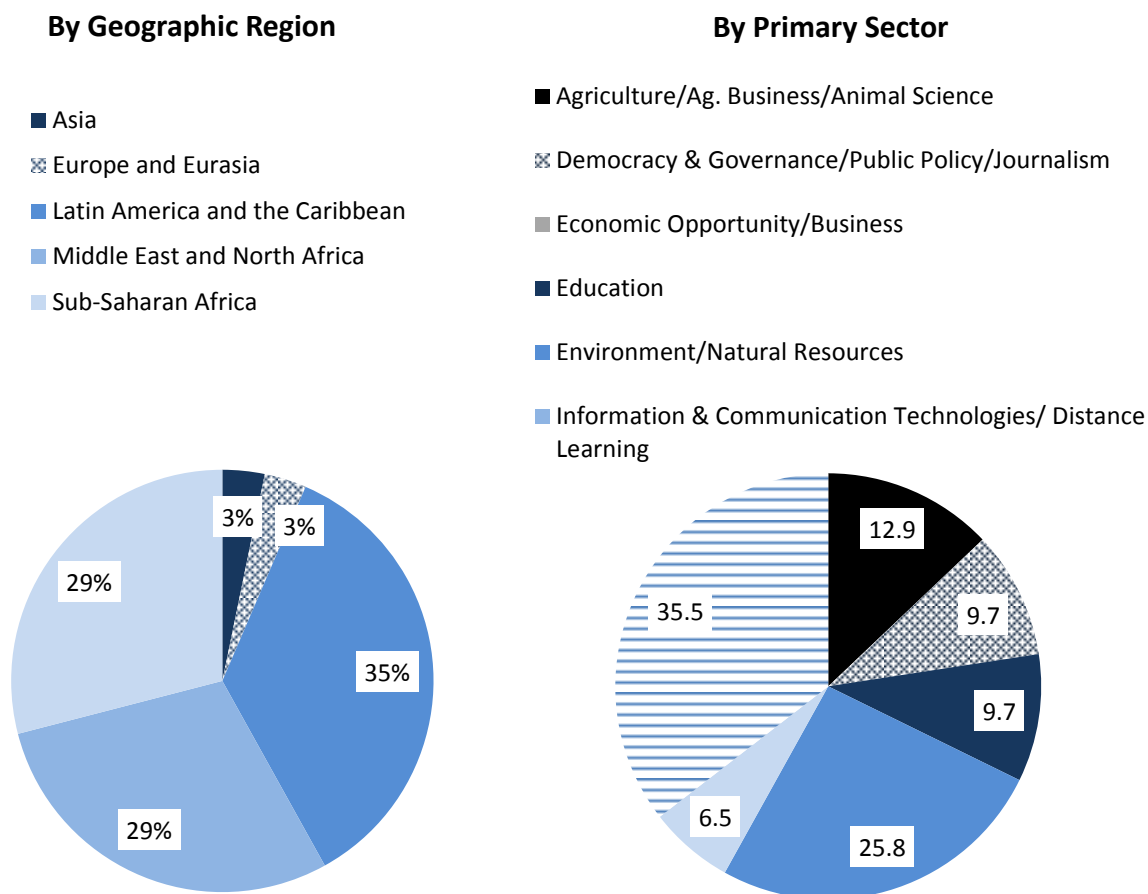
<sup>2</sup> USAID/Colombia, USAID/Ethiopia, USAID/Liberia, USAID/Peru, USAID Philippines, USAID/Senegal, USAID/South Sudan, and USAID/Uganda

## Partnerships by Geographic Region and Primary Sector

During the first half of FY 2015, HED managed active partnership awards in diverse sectors in all five regions of the world where USAID provides assistance (see Figure 1). Most active partnerships were in the Latin America and the Caribbean region (36%;  $n = 11$ ), and the majority of HED active partnerships focused on workforce and entrepreneurship development sector (35 %;  $n = 11$ ).

Figure 1

*Partnerships by Geographic Region and Primary Sector (N = 31)*



## Development Results

Each higher education partnership that HED manages works toward Goal 2 of the USAID Education Strategy for 2011–2015, which is the improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country’s development goals. Partnership contributions toward the three sub-results of the USAID Education Strategy Goal 2 are tracked via a series of Standard Foreign Assistance indicators, as well as custom indicators. These indicators are presented below by USAID Education Strategy Goal 2 sub-results.

<b>Increased access to education for underserved and disadvantaged group</b>
<ul style="list-style-type: none"> <li>Indicator 3.2.2-38: Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups</li> <li>Indicator 3.2.2-41: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs</li> </ul>
<b>Improved quality of tertiary education and research in support of country development strategies.</b>
<p><b><i>Development research indicators:</i></b></p> <ul style="list-style-type: none"> <li>Indicator 3.2.2-35: Number of U.S.–host country joint development research projects</li> <li>Indicator: 3.2.2-40: Number of academic research initiatives whose findings have been applied, replicated, or taken to market</li> </ul> <p><b><i>Human capacity development indicators:</i></b></p> <ul style="list-style-type: none"> <li>Indicator 3.2.2-42: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education partnerships</li> <li>Custom Indicator: Number of host-country individuals (excluding faculty) who completed USG-funded long-term programs resulting in academic degrees or professional or technical certificates</li> <li>Custom Indicator: Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening</li> <li>Custom Indicator: Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions</li> </ul> <p><b><i>Community outreach/extension indicator:</i></b></p> <ul style="list-style-type: none"> <li>Custom Indicator: Number of higher education institution outreach/extension activities in the host-country community</li> <li></li> </ul>
<b>Improved relevance and quality of workforce development programs.</b>
<ul style="list-style-type: none"> <li>Indicator 3.2.2-33: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners</li> <li>Indicator 3.2.2-36: Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers’ input or on the basis of market research</li> <li>Indicator 3.2.2-39: Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification</li> </ul>

Partnership data presented herein are for the following two custom indicators for which data are collected and reported on a semiannual basis:

- number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions
- number of higher education institution outreach/extension activities in the host-country community

Data on all other Standard Foreign Assistance and other custom indicators will be reported in the FY 2015 annual performance report.

## Short-term Qualifications Strengthening

Partnership results on short-term qualifications strengthening for host-country institution individuals are presented in Table 2.

Table 2

*Number of Host-Country Individuals Who Completed Short-term Training*

LWA Cooperative Agreement Indicators	Results between October 1, 2014 - March 31, 2015	
Custom Indicator: Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening—all individuals) (LWA Objective 4)	1,182	Female
	1,029	Male
	2,211	Total Individuals

Between October 1, 2014 and March 31, 2015, 22 partnerships reported that they offered 125 short-term training opportunities to individuals affiliated with the host-country institutions. More than 2,200 host-country institution individuals (faculty, teaching and administrative staff, and students) completed these trainings. More than half of them were female (54%;  $n = 1,182$ ) and 47% were male ( $n = 1,029$ ).

To understand the scope and significance of short-term training opportunities offered through HED partnerships, trainings are tracked by their relative duration: (1) trainings that are longer than one week and less than six months in duration and (2) trainings that last between one day and one week. A majority of short-term trainings offered by HED partnerships (66 %,  $n = 82$ ) lasted between one day and one week. One-third of trainings (34%;  $n = 42$ ) lasted more than a week but less than six months.<sup>3</sup>

During the first half of FY 2015, examples that highlight partnerships' achievements in short-term human capacity-enhancing activities included the following.

- Through a partnership between **Gateway Technical College (GTC)**, **Ecole Supérieure de Technologie Oujda (ESTO)**, and **Université Mohammed I Oujda**, training on use of Solus Pro for automotive diagnostics was delivered to 21 students in Morocco. Upon completing the training, all students passed the NC3 Solus Pro-International Certification exam. In addition, nine ESTO instructors who teach in the engineering program attended a hands-on teacher training at GTC, in Wisconsin. The instructors will use this new knowledge and the applied skills gained as part of their teaching in the automotive program, which will start in fall of 2015 at ESTO.

<sup>3</sup> Duration was not reported for one short-term training activity out of the 125 training activities that individuals affiliated with host-country institutions completed this reporting period.



- The partners of the **University of Minnesota - Antioquia region law schools consortium** held an Economic, Social, and Cultural Rights short course at the Universidad de Medellin; 29 Colombian students (22 female and 7 male) attended. The main objective of this training was to deliver conceptual frameworks for the analysis and mapping of socioeconomic and cultural rights and as well as mechanisms of enforcement at both the national and international levels. The second objective was to present examples of approaches and strategies to strengthen the enforceability of human rights protection in Colombia. Such approaches included monitoring strategies and approaches to help integrate the need for governments to respect these rights as well as their obligation to honor these rights. Subject matter experts Gaby Oreo of the Center for Economic and Social Rights in New York and Professor Felipe Galvis Castro from the Universidad Nacional de Colombia lead the training.
- Partners at the **University of Connecticut, Addis Ababa University, and Bahir Dar University** facilitated a series of 12 seminars, which were organized by the Ethiopian Institute of Water Resources (EIWR). One hundred forty-seven students, 125 of whom were male and 22 female, participated in these short-term training opportunities this reporting period. Specifically, six of these seminars were delivered by invited international faculty members from University of Connecticut, University of Arizona, Montclair State University, Scuola Superiore Sant' Anna, University of Rostock, and Swedish University of Agricultural Sciences. Partners indicated that the seminars were an effective method for teaching small, targeted lessons and have been well-received by and popular among students. Further, EIWR provided four PhD students from the Water and Public Health or Water and Wastewater Treatment programs with opportunities to attend off-site trainings in Sweden, India, Switzerland, and Tanzania.

## Community Outreach and/or Extension

Results on outreach and extension efforts undertaken by partnerships for this period are presented in Table 3.

Table 3

*Number of Higher Education Institution Outreach/Extension Activities in the Host-Country Community*

LWA Cooperative Agreement Indicator	Results between October 1, 2014 - March 31, 2015
Custom Indicator: Number of higher education institution outreach/extension activities in the host-country community (LWA Objective 3)	126

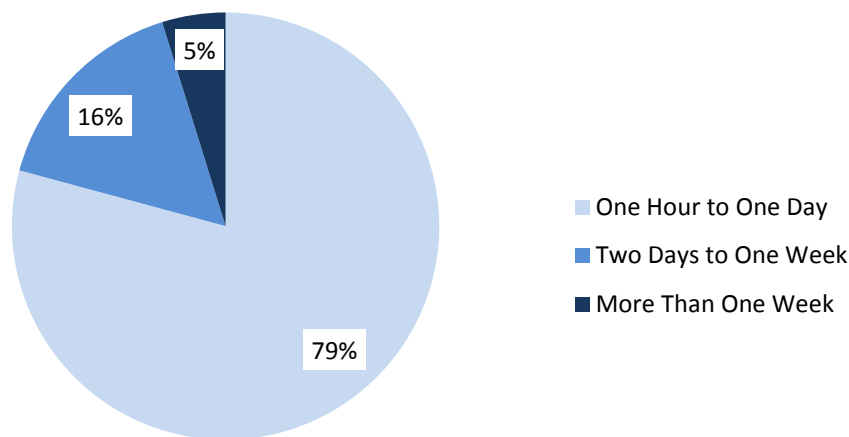
This indicator defines outreach/extension activities as those that bring the work, experience, knowledge, information, inventions, etc., of the host-country higher education institution into its community with the purpose of extending knowledge to address local needs. In the first half of FY 2015, 20 HED partnerships reported that they conducted 126 outreach/extension activities in the host-country communities in which they are active. These events reached more than 3,100 individuals.

To understand the scope of outreach/extension activities organized by HED partnerships, activities are tracked by their relative duration (see Figure 2): (1) one hour to one day, (2) two

days to one week, and (3) more than one week (see Figure 2). Most outreach/extension activities offered by HED partnerships between October 1, 2014 - March 31, 2015 lasted one day or less (79%,  $n = 99$ ). Twenty (16%) outreach/extension activities lasted between two days and one week and six (5%) activities lasted more than a week.

Figure 2

*Duration of Outreach/ Extension Activities Held in the Host-country Community (N = 125)<sup>4</sup>*



Examples of outreach/extension activities for the first half of FY 2015 are presented below.

- Partners at **Illinois Institute of Technology**, **New York Institute of Technology**, and **Central America universities** in the Latin American and the Caribbean region hosted nine outreach/extension activities this reporting period, involving more than 160 community members. Among these events were workshops and breakfast presentations on cleaner production (CP) practices for representatives from small and medium-sized businesses and the industry sector in Peru, Honduras, and El Salvador), a workshop organized in Honduras on corporate environmental management, and a workshop in Costa Rica on CP practices and energy efficiency. The purpose is double-fold. First, partners seek to enhance the importance for businesses to apply CP practices in their factories and production processes. Second, partners aim to recruit more companies for student practicums and internships. The Guatemalan partners at Universidad Rafael Landivar also provided short-term training opportunities to students during the practicum component of their CP course. Further, some of these events were co-hosted by consortium partners and external stakeholders, including the National Chambers of Milk Producers in Costa Rica, as well as the CP Center and the Colegio de Ingenieros Mecánicos, Electricistas y Químicos in Honduras.
- Partners from the **University of California, Los Angeles** and the **University of Rwanda** reached out to nearly 250 individuals in Rwanda through three outreach/extension activities. With Bishop John Rucyahana, President of the Unity and Reconciliation Commission, the partners held two outreach forums in the Nyabihu District and the Kayonza District, reaching out to nearly 200 community members. Hosted by local district leaders, the purpose of the forums was to encourage community leaders to be proactive in advocating for female empowerment through education in their communities. The key message of these forums focused on the benefits that educating women can bring to their family, the community, and the nation at large. The partnership also held an event in Kabwayi for nearly 50 teachers focused on the e-learning program being piloted by URCE to target non-traditional learners who have already earned a diploma in education and have

<sup>4</sup> Duration was not reported for one outreach/extension activity out of the 126 activities conducted in the field this reporting period.

been engaged in education work to increase their awareness about the importance of gender equity in education. The main goal of the WLP e-learning initiative is to provide a flexible learning environment, thereby increasing access to advanced training by women and others unable to participate in traditional learning programs.

- Through the partnership between the University of Hawaii and Southern Christian College (SCC) in the Philippines, more than 130 community members attended four short courses on agricultural entrepreneurship topics. These short courses were hosted by [insert NGO]. The “Workshop for Solo Parents” composed of five agricultural entrepreneurship training modules (Introduction to Entrepreneurship, Entrepreneurial Marketing, Entrepreneurial Finance, New Ventures, and Business Plan), was designed to guide solo parents in their entrepreneurial endeavors as they strive to find means to grow their income and better provide for their family. The “Workshop for SCC Barangay Farmers” aimed to help farmers as they strive to increase their earnings by engaging in other entrepreneurial pursuits, including value-added products, niche marketing, new ventures, or food production. The purpose of the “Workshop for SCC Income-generating Project Personnel, Barangay 8 Women and Agri-business Students,” was to provide individuals working in a business environment or interested to set up their own business with the basics of entrepreneurship and help them be successful in developing their own enterprise. Lastly, the “Workshop for Pigcawayan Agricultural Entrepreneurs” was conducted to help farmers in their entrepreneurial endeavors (similarly including value-added products, niche marketing, new ventures, or food production) as they strive to increase their revenues by engaging in other entrepreneurial pursuit.

## **Partnership Performance Management**

To track its performance management efforts, HED collects and reports data on three custom indicators, for which data are presented in Table 4:

- number of monitoring visits across the HED portfolio
- number of updated and/or new HED performance management processes
- number of new technical resources or other related documents and materials that HED creates for the higher education community

Table 4  
*HED Performance Management Achievements*

LWA Cooperative Agreement Indicators	Results between October 1, 2014 - March 31, 2015
Custom Indicator: Number of monitoring visits across HED portfolio (LWA Objective 7)	12
Custom Indicator: Number of updated and/or new HED performance management processes (LWA Objective 7)	2
Custom Indicator: Number of new technical resources or other related documents and materials that HED creates for the higher education community (LWA Objective 6)	1

## Monitoring Site Visits

Between October 1, 2014 and March 31, 2015, HED staff completed 12 monitoring visits. Half of these visits ( $n = 6$ ) were to visit partnerships in the Sub-Saharan Africa region (see Figure 3). About 40% of partnerships visited this reporting period focus their work on the environment and natural resources (see Figure 4).

Figure 3  
*Monitoring Visits by Geographic Region (N = 12)*

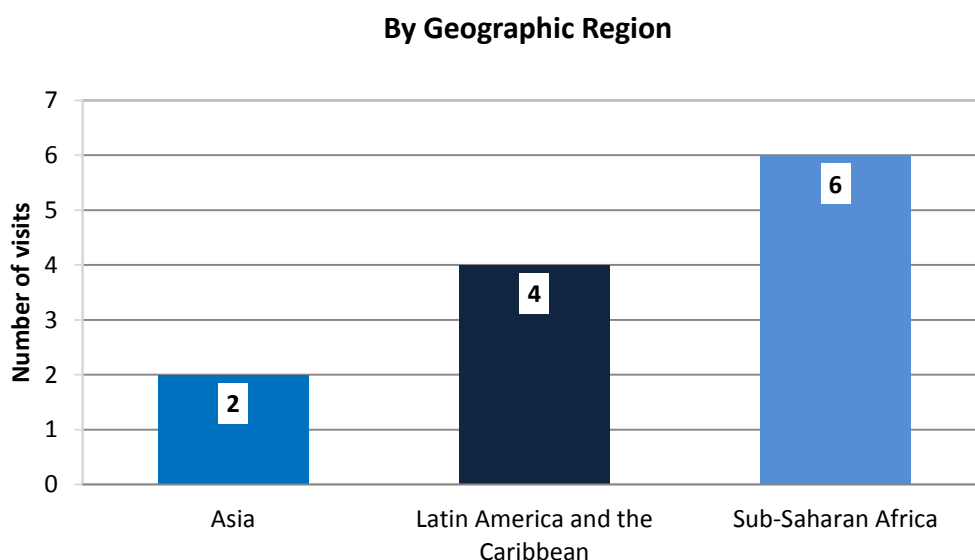
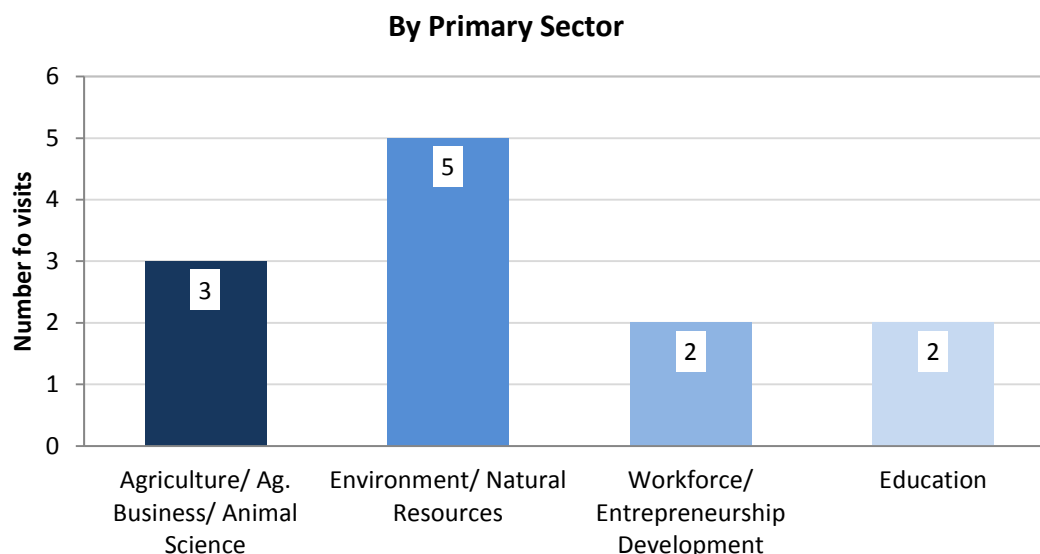


Figure 4  
Monitoring Visits by Primary Sector (N = 12)



During these visits HED and partners discuss progress toward partnership objectives, recent and upcoming programmatic activities, and any potential challenges to implementation. In addition, HED also facilitates reflection among the implementing partners about how partnership results have contributed to Goal 2 of the USAID Education Strategy. HED uses these visits as opportunities to assess the quality of data collection processes and systems that partners have been using and address any other implementation, monitoring or evaluation concerns, as needed. This reporting period, HED staff particularly emphasized four key themes.

- **Results Frameworks:** HED worked with partners on ensuring a continued relevance of the original partnership design by working collaboratively on making adjustments to their results frameworks.
- **Sustainability:** HED introduced a sustainability tool to enable strategic, structured discussions between partners on the future of their partnerships and endeavors beyond the three-year USAID grant period.
- **Closeout procedures:** Because partnerships are reaching the final stages of implementation, HED staff reviewed operational and financial closeout procedures with partners.
- **External evaluations:** HED managed six external evaluations this period. During site visits, HED staff has reviewed the purpose, process, and expected role of partners in those evaluations.

HED plans strategically for monitoring visits so that visits generate an added value to the partnership. Below are of two examples of how partnership site visits generated collaborative reflection, culminating in improved performance management.

- **University of Hawaii – Southern Christian College.** Discussions with the partners during the previous reporting period revealed a general sense among both U.S. and host-country stakeholders that the results framework as initially designed failed to capture current and emerging activities and results and that the M&E documents had duplicative elements thereby creating inefficiencies in data collection and reporting. Based on feedback from the partners, HED reviewed the M&E documents and made recommendations to help the partners streamline their performance management plan.

The revised plan more clearly articulates and connects the results in a logical hierarchy of results and helps improve the efficiency of data collection and reporting process by redefining partner responsibilities.

- **Columbia University – University of West Indies.** During the previous reporting period, the partners discussed with HED the option of reallocating funds in order to prioritize activities that focus on enhancing short courses, instead of activities related to the development of a community of practice to other types of activities. Originally, the partners modeled their concept for a community of practice after Colombia University's International Research Institute's (IRI) health sector community of practice. Throughout implementation, the partners realized that creating a new community of practice would duplicate similar initiatives already in existence in the region. The partners determined that the continued investment in the development of a community of practice would be an inefficient and ineffective allocation of resources and thus indicated that they wanted to focus more on sustaining existing partnership components through already established networks. The partners consulted with HED about reallocating the partnership funds originally assigned to the development of a community of practice towards further development of Water and Climate Education Program (WACEP) short-course materials.

## Performance Management Processes

Between October 1, 2014 and March 31, 2015, HED developed two new performance management processes. These are described below.

- **Indicator Reconciliation Process and Tool.** Since launching its redesigned data management system in FY 2012 and requiring its partners to articulate their intended results in a results framework, HED had documented several challenges of the ability of higher education institutions to manage for results. One such challenge that HED noted is that the partners' custom indicators have evolved over time, sometimes frequently or significantly, thereby preventing the partners to document the change that the custom indicators were intended to measure. In addition, the annual targets that partners identified at baseline often were being adjusted during annual performance reviews. These adjustments often were necessary as partners adapted their implementation activities as a result of contextual externalities and implementation realities. These changes, both in indicator definitions and annual target setting have implications for reviewing overall progress to end-of-partnership targets that were initially projected at the baseline. To facilitate better informed reflection on progress to targets, the PQI team designed a multi-year data report that can be run in its data management system, PRIME, to automatically retrieve the following information for each standard indicator: yearly targets set at baseline and on a yearly basis thereafter and performance actuals for each fiscal year. An Excel counterpart of this report template also was designed to display these same data for custom and program indicators. Up until this time, partners only able were to run data reports in PRIME on an annual basis. Providing the partners with the ability to view detailed information about all of their indicators throughout the entire period of partnership performance helped partners reflect more comprehensively on their progress towards achieving development objectives.
- **HED Closeout Process for Associate Awards, Cooperative Agreements, and Sub-awards.** As its Leader with Associate (LWA) Cooperative Agreement is scheduled to close in September 2015, HED is managing an efficient closeout process for both sub-awards and Federal Awards (Associate Awards and Cooperative Agreements). HED has

developed closeout process guidance documents for use by ACE/HED, as well as guidance documents for use by its partners. After a comprehensive review of USAID closeout requirements, the internal guidance document for HED and ACE staff summarizes all necessary steps for fully compliant closeout of HED awards and sub-awards and lists all closeout documents required by HED's funding agencies and ACE's auditors. It delineates efforts for partners, HED staff, and other ACE departments such as Grants and Contracts. Guidance documents also have been developed for partners.

## New Technical Resources for the Higher Education Community

Between October 1, 2014 and March 31, 2015, HED finalized one new technical resource for the higher education community, the HED Evaluation Framework.

- **HED Performance Evaluation Framework.** To prepare for the management of six external evaluations, and in recognition of the challenges associated with evaluating complex higher education partnerships, HED developed its own performance evaluation framework (see Appendix C). To synthesize learning across its portfolio of higher education partnerships, HED has used its performance evaluation framework to ensure that its external evaluators consider a common set of variables to examine the efficiency, relevance, effectiveness, and potential for sustainability of its partnerships. Additional information about the learning that has been generated from external evaluations managed by HED is presented in the next section.

## Learning and Sharing Knowledge

HED advances knowledge about the role of higher education in development by making its tools and resources available to the broader community of development experts, researchers, and decision makers. HED tracks its performance on generating and disseminating knowledge by using these three custom indicators:<sup>5</sup>

- number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations
- number of new technical resources or other related documents and materials that HED creates for the higher education community
- number of evaluations or impact assessments carried out whose findings have been published or widely distributed

These three indicators fall under Objectives 6 and 7 of HED's LWA Cooperative Agreement. Performance data for these indicators during the first half of FY 2015 are presented in Table 5.

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<sup>5</sup> Please note that HED's LWA PMP was modified to align with a decision made by USAID to reduce the HED budget. Modification 24 took effect March 2014. As a result, HED no longer provides SAID Bureaus and Missions with short-term technical assistance or program design assistance. Similarly, HED is no longer required to conduct research activities or to organize roundtables, meetings, seminars, and workshops. Consequently, HED is no longer collecting and reporting data on the following performance custom indicators: number of technical assistance requests from USAID Missions and/or Bureaus received, number of technical assistance field visits to USAID Missions (by team members/composition), number of research activities conducted by HED, and number of roundtables and/or conferences organized by HED. As a further outcome of Modification 24, HED is no longer engaging in strategic outreach activities in relation to higher education development initiatives. In previous performance reports, such information included highlights of HED's activities for publicity assistance to USAID, public relations, publications, social media, and branding and marking.

Table 5

*HED Learning and Sharing Knowledge*

LWA Cooperative Agreement Indicators	Results between October 1, 2014 - March 31, 2015
Custom Indicator: Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations (LWA Objective 6)	7
Custom Indicator: Number of roundtables and/or conferences organized by HED (LWA Objective 6)	1
Custom Indicator: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed (LWA Objective 7)	0

## Technical Presentations

HED staff gave seven technical presentations on the role of higher education in development in the first half of FY 2015. Three of these presentations were given at the Association of International Education Administrators 2015 Annual Conference. One each was given at the Future of African Leadership Symposium, the Symposium on U.S.-Africa Higher Education Partnerships, the Community Colleges for International Development 39th Annual Conference, and the Association of African Studies Programs Annual Spring Meeting. Abstracts for each of the presentations are presented below.

- Alemneh presented a session titled “Leadership capacity development in Sub-Saharan Africa toward competitive, innovative, and problem-solving higher education institution” at the Future of African Leadership Symposium in December 2014. The symposium, which was organized by University of Pennsylvania and Africa American Institute, was held in Philadelphia, PA. The presenter shared that while a lot of progress has been made in higher education institutions across Africa with regards to access, many persistent challenges in terms of leadership have limited abilities of African universities to thrive. The need for a strategic, tailored, inclusive, long-term, and innovative Leadership Development Program for leaders of African higher education institutions was particularly stressed. Examples of such programs were introduced, including the ACE (American Council on Education) Model, the YALI (Young African Leaders Initiative) Model, and the i-HEALD (Institute for Higher Education Administration of Leadership Development) Model.
- During the Association of International Education Administrators 2015 Annual Conference held in February 2015 in Washington, D.C., Alemneh co-presented two sessions with HED higher education institutions partners. Both sessions addressed the subtheme "Global Responsibilities" of the conference. Recognizing the critical role of sub-Saharan African higher education in national development, USAID provides support through HED for partnerships between African and U.S. higher education institutions. The first presentation, which was co-presented with University of Nairobi (UN) and Colorado State University (CSU) partners Njoka and Reid, was titled “Engagement of higher education in development: Lessons from the UN and CSU.” The presenters shared examples of how global engagement through higher education helped tackle some of Africa's development challenges. They also reflected on the potential for U.S. institutional leaders to engage and collaborate with international partners. In the second session, Alemneh and higher education institutions partners Lartey and Kwara co-presented “Lessons and experiences from the University of



Ghana and Brown University partnership to address HIV/AIDS in Ghana.” During this session, presenters shared lessons learned and experiences from their collaboration that has addressed HIV/AIDS challenges affecting the lives of many in Ghana.

- The presentation that Bagdonis, Duval, and Mwangi made in Washington, D.C. in February 2015 at the Association of International Education Administrators 2015 Annual Conference introduced the findings of a HED meta-analysis of six regional impact assessments that is currently underway. The presentation was titled “Motivations and perceived benefits of engaging in international higher education partnerships: A comparison of U.S. and overseas perspectives.” These six impact assessments were completed between 2006 and 2013 and examine over 70 international HED partnerships. Analysis revealed differences between U.S. and overseas institutions regarding their institutions' partnership motivations and perceived benefits. The panel presented these findings and engaged a discussion about how the differences impact partnership management. The discussion also provided insights to contribute to the broader discussion about internationalization and global engagement in higher education.
- Bagdonis and Kuehl co-presented “Community college contributions to workforce development and entrepreneurship education in the Middle East and North Africa” at the Community Colleges for International Development Annual Conference: The Peer Experience, in Newport Beach, CA, in February 2015. With funding from USAID, HED manages the Broader Middle East and North Africa - United States Community College Initiative. Under this initiative, HED convened a meeting of key implementers representing nine higher education partnerships between U.S. community colleges and higher education institutions in Egypt, Jordan, Lebanon, Morocco, and Tunisia in Marrakesh, Morocco, in December 2014. The purpose of this partners' meeting was to discuss best practices and lessons learned about higher education's role in and strategies to contribute to workforce development and entrepreneurship education in the region. In this session, panel members first presented HED's theory of change for understanding how higher education contributes to development. Using this framework to structure the discussion, panel members then presented a synthesis of the partnership best practices and lessons learned, among which include establishing business incubators, nurturing linkages between public and private partners, and institutionalizing and sustaining service learning programs.
- In February 2015, Crane presented “Promoting African higher educational development through institutional partnerships: What works?” at the Symposium on U.S.-Africa Higher Education Partnerships: Strategies and Practices for Success. The event was held in Gainesville, FL. The purpose of the presentation was to share results and lessons learned from HED partnerships focused on educational leadership. Crane described HED's partnership model and shared preliminary lessons learned from the meta-analysis of former HED partnerships currently underway. The presentation concluded with examples of results and achievements under the three Women Leadership Partnership program in Africa and how some of the lessons learned might be applicable to other higher education partnerships in Africa.
- Alemneh engaged in a reflective exercise in his March 2015 presentation at the Association of African Studies Programs Annual Spring Meeting in Washington, D.C. The session, titled “Higher education partnerships: Experiences and impacts strengthening human and institutional capacity,” focused on the importance of higher education for development in sub-Saharan Africa and the role of partnerships as one of the best

mechanisms that likely leads to sustained knowledge-intensive and problem-solving approach to development. Major benefits to U.S. partner institutions and the most important factors to ensure sustainable higher education partnerships were discussed. Illustrations of successful HED managed higher education partnerships and success stories were shared with participants.

## **Conferences and Roundtables Organized**

In the first half of FY 2015, HED organized one conference and/or roundtable: the Final BMENA-U.S. Community College Initiative Partner Meeting.

- **Final BMENA-U.S. Community College Initiative Partner Meeting.** This meeting brought together approximately 30 individuals from ten partnerships to reflect on their partnership lessons learned and planning to sustain the development results that they achieved. This four-day working meeting allowed the partners to present and develop ideas with one another in order for each partnership to produce a written case that captures takeaways from the implementation experience to be shared with a wider audience. Partnerships that participated in this workshop include the following. See Appendix D for the meeting agenda.

## **Moving Forward**

The HED Program will continue and complete an orderly closeout of its partnerships and associate awards in the second half of FY 2015, wrapping up a twenty-year engagement of U.S. higher education with USAID focused on capacity building to address critical development challenges. As HED concludes the final year of the program, the last partnerships will close June 30, 2015 and associate awards and cooperative agreements will close on September 30, 2015.

## Appendix A

### FY 2015 Targets and Actuals for October 1, 2014 to March 31, 2015

Indicator Types	Indicator Titles	Units of Measurement	FY 2015 Targets	Actuals between October 1, 2015 to March 31, 2015	Progress to FY 2015 Targets
<b>Objective 1:</b> HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually--Leader and Associate Awards.					
HED Custom	Number of RFAs designed	# of RFAs	0	0	Not applicable
<b>Objective 2:</b> HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.					
HED Custom	Number of contacts through which RFA was advertised	# of contacts	0	0	Not applicable
HED Custom	Number of applications received	# of applications	0	0	Not applicable
HED Custom	Number of peer reviews organized and completed	# of peer reviews	0	0	Not applicable
HED Custom	Number of peer reviewers	# of peer reviewers	0	0	Not applicable
HED Custom	Number of applications recommended for funding	# of applications recommended	0	0	Not applicable
HED Custom	Number of collaborative partnerships funded	# of active partnerships	31	31	100%

<b>Objective 3:</b> Partnerships between U.S. and host country higher education institutions will result in improved <b>institutional capacity</b> to offer technical assistance for addressing development goals in host countries.					
3.2.2-33	Number of USG-supported tertiary education programs that include experiential and/or applied learning opportunities	# of partnerships (F value)	17	*	*
		# of academic programs with new / enhanced experiential and/or applied learning opportunities	97	*	*
3.2.2-35	Number of U.S.-host country joint development research projects	# of joint research projects (F value)	42	*	*
3.2.2-36	Number of USG-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research	# of partnerships (F value)	13	*	*
		# of curricula created or revised with input	60	*	*
3.2.2-38	Number of USG-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups	# of partnerships (F value)	5	*	*
		# of new/revised policies	7	*	*
3.2.2-39	Number of new USG-supported tertiary education programs that develop or implement industry-recognized skills certification	# of partnerships (F value)	9	*	*
		# of new certificate or degree programs	13	*	*
3.2.2-40	Number of academic research initiatives whose findings have been applied, replicated, or taken to market	# of research projects applied / replicated / taken to market (F value)	55	*	*

HED Custom	Number of higher education institution engagement/ outreach activities in community	# outreach / extension activities	169	126	75%
<b>Objective 4:</b> Partnerships between U.S. and host country higher education institutions will result in improved <b>human capacity</b> of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.					
3.2.2-41	Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	# individuals (F value)	4,121	*	*
3.2.2-42	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs	# individuals (F value)	11	*	*
HED Custom	Number of host-country individuals (EXCLUDING faculty) who completed USG-funded <u>long-term</u> programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	# individuals	1,006	*	*
HED Custom	Number of host country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals)	# individuals	2,387	2,211	93%
HED Custom	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	# individuals	3	*	*

Objective 5: HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.					
HED Custom	Number of technical assistance field visits to USAID missions (by team members/composition)	# technical assistance visits	0	Not applicable	Following HED's LWA PMP Modification Number 24, ACE/HED is no longer required to provide USAID Bureaus and Mission with short-term technical assistance.
HED Custom	Number of technical assistance requests from USAID missions and or Bureaus received	# technical assistance requests	0	Not applicable	
Objective 6: HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.					
HED Custom	Number of technical presentations given by HED staff at higher education and international development conferences and/or institutions/organizations	# presentations	5	7	140%
HED Custom	Number of roundtables and/or conferences organized by HED	# roundtables / conferences	1	1	100%
HED Custom	Number of new technical resources or other related documents and materials that HED creates for the higher education community	# resources	2	1	50%
Objective 7: HED will design and implement performance management processes, evaluations, and impact assessments that support USAID's education strategy and policy					
HED Custom	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	# evaluations / assessments	7	0	0%

HED Custom	Number of monitoring visits across HED portfolio	# monitoring visits	27	12	44%
HED Custom	Number of updated and/or new HED performance management processes	# processes	2	2	100%
HED Custom	Number of research activities conducted by HED	# research activities	0	Not applicable	Research activities were eliminated from HED's budget in FY 2013 at USAID's request.

Please note the following important information regarding the data displayed in the table above:

- HED conducted a Data Quality Verification (DQV) process for these semiannual performance data. Data will be verified and considered final in the FY 2015 annual performance report, which will analyze data for the entire fiscal year.
- HED set targets for FY 2015 at the portfolio level based on a review of activities anticipated by partners and HED.
- For any indicator that captures information on the “number of U.S. Government-supported tertiary education programs,” the unit of measurement is a partnership and not an academic degree program, nor a partnership activity or other program.
- Data reported in this table are for semiannual indicators. Data for annual indicators are to be provided in the FY 2015 annual performance report, in the target and actual data cells currently displayed in grey.

## Appendix B

### HED Active Partnerships between October 1, 2015 and March 31, 2015

Funding Mechanism	Federal Award Description	U.S. Institution(s)	Host-country Institution(s)	Geographic Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount	Partnership Title
Associate Award	Amazon Basin - ICAA II	Florida International University	Pontificia Universidad Javeriana, Universidad de la Amazonia sede Florencia	Latin America and the Caribbean	Colombia	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,961	Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach
Associate Award	Amazon Basin - ICAA II	University of Florida	Universidade Nacional Amazonica de Madre de Dios, Universidade Federal do Acre	Latin America and the Caribbean	Brazil, Peru	Environment/ Natural Resources	4/25/2014	6/30/2015	\$749,880	The Andes-Amazon Rim Consortium (AARC)
Associate Award	Amazon Basin - ICAA II	University of North Carolina, Chapel Hill	Universidad San Francisco de Quito	Latin America and the Caribbean	Ecuador	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,915	Improving University Education and Outreach on the Ecuadorian Amazon
Associate Award	Amazon Basin - ICAA II	University of Richmond	Universidad Nacional de Ucayali	Latin America and the Caribbean	Peru	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,998	Building Conservation Capacity for a Changing Amazonia
Associate Award	Colombia Human Rights	American University	Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali	Latin America and the Caribbean	Colombia	Democracy & Governance/ Public Policy/ Journalism	10/19/2012	6/30/2015	\$1,000,000	Human Rights Teaching and Research Partnership Program
Associate Award	Colombia Human Rights	University of Florida	Universidad del Magdalena, Universidad del Norte	Latin America and the Caribbean	Colombia	Democracy & Governance/ Public Policy/ Journalism	10/19/2012	6/30/2015	\$757,179	Building Human Rights Capacity in the Colombian Caribbean
Associate Award	Colombia Human Rights	University of Minnesota, Twin Cities	Universidad de Medellin, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Catolica del Oriente	Latin America and the Caribbean	Colombia	Democracy & Governance/ Public Policy/ Journalism	10/19/2012	6/30/2015	\$1,250,000	UMN-Medellin Human Rights Law School Partnership Program
Associate Award	Ethiopia (Africa Initiative)	University of Connecticut	Addis Ababa University, Bahir Dar University	Sub-Saharan Africa	Ethiopia	Environment/ Natural Resources	1/14/2011	6/30/2015	\$2,456,285	Sustainable Water Resources: Capacity Building in Education, Research, and Outreach



Funding Mechanism	Federal Award Description	U.S. Institution(s)	Host-country Institution(s)	Geographic Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount	Partnership Title
Associate Award	Liberia (Africa Initiative)	Indiana University, University of Massachusetts	University of Liberia	Sub-Saharan Africa	Liberia	Health/ Population/ Nutrition/ HIV/AIDS	10/1/2011	6/30/2015	\$2,703,260	Center for Excellence in Health and Life Sciences (CEHLS)
Associate Award	Philippines JOBS	University of Hawaii	Southern Christian College	Asia	Philippines	Workforce/ Entrepreneurship Development	6/22/2012	6/30/2015	\$1,070,495	University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)
Associate Award	Senegal (Africa Initiative)	Ohio State University	Université Gaston Berger	Sub-Saharan Africa	Senegal	Agriculture/ Ag. Business/ Animal Science	12/21/2010	6/30/2015	\$1,555,876	Development of agronomy and crop production academic programs, research, and need based extension programs for sustainable food production in Senegal
Associate Award	South Sudan WLP	Indiana University	not applicable	Sub-Saharan Africa	South Sudan	Education	3/1/2013	6/30/2015	\$3,283,212	South Sudan Higher Education Initiative for Equity and Leadership Development
Associate Award	Uganda (Africa Initiative)	Mississippi State University, Columbus State University	Makerere University	Sub-Saharan Africa	Uganda	Agriculture/ Ag. Business/ Animal Science	3/1/2014	6/30/2015	\$905,804	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses (CIMTRADZ)
Associate Award, LWA	Armenia WLP, Leader AEG	Arizona State University	Yerevan State University	Europe and Eurasia	Armenia	Education	9/1/2012	6/30/2015	\$1,305,000	Advancing Gender Equality and Women's Empowerment in Armenia
Cooperative Agreement	Cleaner Production (U.S. Dept. State Coop.	Illinois Institute of Technology, New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad	Latin America and the Caribbean	Costa Rica, Dominican	Environment /Natural Resources	6/15/2012	6/14/2015	\$1,114,991	Pathways to Cleaner Production in the Americas: Educating Future Professionals

Funding Mechanism	Federal Award Description	U.S. Institution(s)	Host-country Institution(s)	Geographic Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount	Partnership Title
	Agr.)		Centroamericana Jose Simeon Canas, Universidad San Ignacio de Loyola, Universidad Nacional Autonoma de Honduras, Universidad Nacional de Ingenieria		Republic, El Salvador, Guatemala, Honduras, Nicaragua, Peru					
LWA	Leader AEG	Columbia University	University of the West Indies	Latin America and the Caribbean	Barbados	Environment/ Natural Resources	7/15/2012	6/30/2015	\$1,484,697	Building Capacity to Manage Climate Risk and Water Resources in the Caribbean
LWA	Leader AEG	Eastern Iowa Community College District - Muscatine Community College	Al Quds College	Middle East and North Africa	Jordan	Workforce/ Entrepreneurship Development	7/1/2010	6/30/2015	\$491,399	Economic Empowerment through Entrepreneurship
LWA	Leader AEG	Gateway Technical College, Shoreline Community College	Ecole Supérieure de Technologie Oujda, Université Mohammed I Oujda	Middle East and North Africa	Morocco	Workforce/ Entrepreneurship Development	8/15/2010	6/30/2015	\$537,246	Automotive Diagnostics Partnership and Scale-Up
LWA	Leader AEG	Highline Community College	Mataria Technical College	Middle East and North Africa	Egypt	Workforce/ Entrepreneurship Development	9/1/2010	3/31/2015	\$558,719	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College
LWA	Leader AEG	Michigan State University	University of Rwanda	Sub-Saharan Africa	Rwanda	Agriculture/ Ag. Business/ Animal Science	11/1/2012	6/30/2015	\$1,280,000	Rwanda Women's Leadership Program in Agriculture
LWA	Leader AEG	Middlesex Community College, Bristol Community College	Ecole Normale Supérieure de l'Enseignement Technique de Rabat, Ecole Normale Supérieure de l'Enseignement Technique de Mohammedia	Middle East and North Africa	Morocco	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$460,853	Linkages for Entrepreneurship Achievement Project (LEAP)
LWA	Leader AEG	Nassau Community College, Monroe Community College, North	Al-Kafaat Foundation Schools	Middle East and North Africa	Lebanon	Workforce/ Entrepreneurship Development	1/1/2012	6/30/2015	\$561,151	SUNY Community College Consortium

Funding Mechanism	Federal Award Description	U.S. Institution(s)	Host-country Institution(s)	Geographic Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount	Partnership Title
		Country Community College								
LWA	Leader AEG	Red Rocks Community College	Al-Huson University College, Al-Balqa Applied University	Middle East and North Africa	Jordan	Workforce/Entrepreneurs hip Development	8/1/2010	12/31/2014	\$511,113	Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management
LWA	Leader AEG	Tulane University	Makerere University (OHCEA)	Sub-Saharan Africa	Uganda	Health/Population/Nutrition/HIV/AIDS	8/10/2013	6/30/2015	\$505,427	One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa
LWA	Leader AEG	University of California, Los Angeles	University of Rwanda	Sub-Saharan Africa	Rwanda	Education	11/1/2012	6/30/2015	\$1,079,996	Rwanda: Promoting Gender Equity and Female Empowerment
LWA	Leader AEG	University of Colorado Boulder, Colorado State University	Institut Supérieur des Etudes Technologiques de Sidi Bouzid	Middle East and North Africa	Tunisia	Workforce/Entrepreneurs hip Development	6/1/2012	6/30/2015	\$500,000	Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia
LWA	Leader AEG	University of Colorado Boulder, Colorado State University	Institut Supérieur des Etudes Technologiques de Tataouine, Institut Supérieur des Etudes Technologiques de Medenine	Middle East and North Africa	Tunisia	Workforce/Entrepreneurs hip Development	6/1/2012	6/30/2015	\$500,000	Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia
LWA	Leader AEG	University of Florida	Universidad Nacional de Asuncion	Latin America and the Caribbean	Paraguay	Agriculture/Ag. Business/Animal Science	10/1/2012	6/30/2015	\$811,363	Women's Leadership Project in Paraguay (WLPP)
LWA	Leader AEG	University of Mississippi	International Institute for Water and Environmental Engineering	Sub-Saharan Africa	Burkina Faso	Environment/Natural Resources	8/1/2014	6/30/2015	\$942,000	Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology
LWA	Leader AEG	University of Texas at San Antonio	Government of Colombia, Government of Peru	Latin America and the Caribbean	Colombia, Peru	Workforce/Entrepreneurs hip Development	11/30/2012	3/31/2015	\$1,270,000	Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas

Funding Mechanism	Federal Award Description	U.S. Institution(s)	Host-country Institution(s)	Geographic Region	Country	Primary Sector	Effective Date	End Date	Subaward Amount	Partnership Title
LWA	Leader AEG	Washtenaw Community College	Al Quds College, The William Davidson Institute at the University of Michigan	Middle East and North Africa	Jordan	Workforce/Entrepreneurship Development	1/1/2012	12/31/2014	\$446,938	Community College Entrepreneurship: Integration to Incubation

## Appendix C

### HED Evaluation Framework

HED Evaluation Framework: Case Study Methodology			
	Sub-criteria	Guiding Questions	Categories
NOTES:	<i>At a minimum, please consider these in your review of efficiency, relevance, effectiveness, impact, and sustainability</i>	<i>Consider, at a minimum, these questions to examine the sub-criteria related to efficiency, relevance, effectiveness, impact, and sustainability. You may seek information to answer additional questions.</i>	<i>At a minimum, use these categories to code your findings.</i>
Efficiency	Management systems	How did the partners make use of results-based management systems?	Results-based management
	Decision-making processes	How did the partnership make decisions regarding implementation? Did decision-making processes contribute to efficient program implementation?	Timeliness of activities
			Use of resources (Human, Financial and Non-Financial)
			Feedback loops
Relevance	Contextualization	To what extent were program activities and interventions adapted for the local context?	Local and national development priorities
			Responsiveness to beneficiaries needs
			Reflection of funder strategies
	Logic	Did program design consistently link activities and outputs logically to program outcomes and objectives?	Causal linkages in the results framework
			Single/multiple pathways
Effectiveness	Results	To what extent have the intended outputs and outcomes been achieved or are likely to be achieved? How were the results affected by program fidelity? <i>(Program fidelity may be defined as the extent to which delivery of an intervention adheres to the protocol or program model originally developed.)</i>	Progress to. targets
			Program fidelity
Impact	Outcome-level results	What were the outcome results of implementation?	Intended

## HED Evaluation Framework: Case Study Methodology

	Sub-criteria	Guiding Questions	Categories
NOTES:	<i>At a minimum, please consider these in your review of efficiency, relevance, effectiveness, impact, and sustainability</i>	<i>Consider, at a minimum, these questions to examine the sub-criteria related to efficiency, relevance, effectiveness, impact, and sustainability. You may seek information to answer additional questions.</i>	<i>At a minimum, use these categories to code your findings.</i>
		To what degree are the outcome results attributable to implementation?	Unintended
			Positive
			Negative
			Results directly attributable to intervention
			Results not directly attributable to intervention
	Expansive effects	Is there evidence that outcome-level results had a wider effect than anticipated? Consider strategic alliances, i.e., host-country higher education institution-private sector partnerships	Local ownership
			Regional institutions
			Businesses affected
			Government agencies
			Other entities outside host-country institution
Sustainability	Program effects	Do you think that program effects (development results and/or host-country and U.S. higher education partnership) are likely to continue over time after funding has ceased? If so, what aspects of the program have the best chance of continuing? In your opinion, what would be the major factors that would influence these lasting effects?	Financial resources management
			Non-financial resource planning and management
			Results-based management
			Institutionalization
			Stakeholder engagement
			Continued relevance of program design

## Appendix D

### Final BMENA Partners Regional Meeting Agenda

#### **Sunday, December 7, 2014**

- At Check-in      **Meeting Registration**  
*We will register most participants as they check-in the hotel. If you haven't received your meeting materials, then please see an HED representative in the lobby prior to dinner.*
- 6:00–9:00 p.m.      **Welcome Reception and Opening Remarks**  
*Please meet in the lobby at 6pm where HED will escort small groups to the restaurant (about a 10-15 minute walk).  
Dinner at Dar Es-Salam Restaurant  
Tully Cornick, HED*

#### **Monday, December 8, 2014**

- 9:00–9:45 a.m.      **Introductions and Workshop Objectives**  
Matthew Kuehl, HED
- 9:45 – 10:30 a.m.      **Higher Education Contributions to Development**  
*An overview of HED's Theory of Change*  
Jessica Bagdonis, HED
- 10:30 – 10:45 a.m.      **Coffee Break**
- 10:45 – 12:00 p.m.      **Global Engagement Strategy**  
*Effective Partnerships and Their Impact*
- Highline College & Mataria Technical College  
Jack Robert Bermingham, Highline College—Des Moines, Washington  
Alice DeLee Madsen, Highline College—Des Moines, Washington  
Samad Chakour, Highline College—Des Moines, Washington  
Yasser Abd El-Latif, Egyptian Ministry of Higher Education—Cairo, Egypt  
Sameh El Halfawy, Sahafa Technical College—Cairo, Egypt
- With the support of Higher Education for Development, this partnership has navigated unique challenges to sustain the project. Using a framework that nurtures an entrepreneurial mindset for innovative thinking, our partners began to shift their conceptual focus. This mindset identifies guiding values and application based strategies. Faculty and administrators began applying problem solving methods that focused on improving student achievement, this led to recognizing the direct and positive impact of business and industry relationships for relevant curriculum and the benefits of investing in community engagement. The developing faculty/administrator community of practice actively mentors others and is identifying institutional priorities.*

*This session will examine Highline's international projects over the last 15 years. We will offer observations on what has been most useful for effective, sustainable partnerships. In doing so, we will share recommendations for an Egypt based project that will enhance success in the future.*

12:00–1:30 p.m.

**Lunch**

1:30 – 2:45 p.m.

**Higher Education Engagement to Serve the Community**

*Lessons Learned for Establishing and Sustaining Higher Education Institution Engagement with Local Community Needs, Case Study of Tunisia*

University of Colorado at Boulder & Institut Supérieur des Etudes Technologiques at Medenine, Tataouine, and Sidi Bouzid

Moncef Krarti, University of Colorado at Boulder—Boulder, Colorado

Sami Chibani, ISET Medenine—Medenine, Tunisia

Fathi Guermi, ISET Tataouine—Tataouine, Tunisia

Youssef Abdellaoui, ISET Sidi Bouzid—Sidi Bouzid, Tunisia

*The presentation will overview the higher education system in Tunisia with its top-down decision making approach and implications to development with focus on technical disciplines. Partners will discuss benefits of engaging higher education institutions to serve local community needs and to develop flexible curriculum to produce a desired workforce. The presentation will review challenges in establishing and sustaining community engagement for Tunisia higher education institutions with a set of lessons learned from the Tunisia-JOBS case studies. The partners will conclude with recommendations to ensure effective and sustainable engagement of MENA higher education institutions with local communities.*

2:45 – 3:00 p.m.

**Coffee Break**

3:00 – 4:15 p.m.

**Higher Education Government Relations**

*Engaging Multiple Ministries in the creation of an Entrepreneurial Eco-System in Higher Education*

Middlesex Community College & Ecole Normale Supérieure de l'Enseignement Technique at Mohammedia and Rabat

Judith Hogan, Middlesex Community College—Bedford, Massachusetts

Salah Dahany, Middlesex Community College—Bedford, Massachusetts

Omar Bouattane, ENSET Mohammedia—Mohammedia, Morocco

Mourad Taha Janan, ENSET Rabat—Rabat, Morocco

*The program and course approval process in Morocco is complicated by the need to satisfy the requirements of two different ministries. Our presentation will explore the challenges faced and solutions designed to meet our goal of Embedding entrepreneurship modules across the ENSETs by establishing linkages with both ministries to enable a smooth approval process for entrepreneurship courses and co-curricular activities.*

*The presentation will include many creative ways in which the ENSETs engaged members of the ministry including their participation in all training sessions held in Morocco, one on one meetings with ministry members, and*



*their inclusion in co-curricular activities such as ENSET Mohammedia's outreach to local high school students and teachers for training and assistance in the development of an entrepreneurial culture.*

4:15 – 4:30 p.m.      **Day 1 Conclusion**

## **Tuesday, December 9, 2014**

9:00–9:15 a.m.      **Day 2 Overview**

9:15 – 10:30 a.m.      **Responding to and Collaborating with the Private Sector**  
*The Road Map to Stakeholder Engagement in Workforce Development*

Red Rocks Community College & Al-Huson University College  
Joan Smith, Red Rocks Community College—Arvada, Colorado  
Ayman Maqableh, Al Quds College—Amman, Jordan  
Rula Sabbagh-Kawar, Consolidated Contractors Company—Amman, Jordan

*The partners will each share their contributions in launching two new technical associate degree programs in Jordan. The challenges of creating new employment options for Jordan youth have resulted in lessons learned as new methods of doing business were created to overcome the obstacles encountered. While challenges remain, each partner will share their commitment to the sustainability of the new employment pathways that have been created in Jordan.*

10:30–10:45 a.m.      **Coffee Break**

10:45 – 12:00 p.m.      **Workforce Development and Global Value Chains**  
*A Case Study in Automotive Diagnostics: Higher Education and the Private Sector*

Gateway Technical College & Ecole Supérieure de Technologie d'Oujda  
Roger Tadajewski, NC3—Oklahoma City, Oklahoma  
Matthew Janisin, NC3—Oklahoma City, Oklahoma  
Bryan Albrecht, Gateway Technical College –Kenosha, Wisconsin  
Naima Benazzi, ESTO—Oujda, Morocco  
Yassine Zarloule, ESTO—Oujda, Morocco  
Mostafa Azizi, ESTO—Oujda, Morocco

*This presentation will provide an overview of the Automotive Diagnostics Partnership between Gateway Technical College in Kenosha Wisconsin and Ecole Supérieure de Technologie (EST), in Oujda, Morocco. This Global industry and Education partnership which includes Snap-on Tool corporation, identifies key steps during the last three years that has resulted in train-the-trainer activities, bench marking activities, internships, and certification for students and construction of a new automotive technology center in Oujda, Morocco. These accomplishments will lead to a sustainable industry and education partnership model in the Middle East region.*

12:00–1:30 p.m.      **Lunch**

1:30 – 2:45 p.m.      **Institutionalizing Entrepreneurship Education**  
*Creating a Culture of Entrepreneurship across Disciplines*

Eastern Iowa Community College & Al Quds College  
Jeremy Pickard, Eastern Iowa Community College—Davenport, Iowa

Joan Kindle, Eastern Iowa Community College—Davenport, Iowa  
Sameer Barhoumeh, Al Quds College—Amman, Jordan

*Creating an institution of entrepreneurship can seem like a self-contradicting goal. Innovation lies at the heart of entrepreneurship but rigid academic structure of curriculum, course requirements, and accreditation obligations are often prohibitive. If entrepreneurs require savvy, agility, and resolve to succeed in our competitive world economy, how can entrepreneurship benefit from the structure of institutionalization?*

*Al Quds College, with the help of Eastern Iowa Community Colleges and Washtenaw Community College, institutionalized entrepreneurship in a few short years. This session will explain how the partners created a culture of entrepreneurship across disciplines and how entrepreneurship programs were enhanced by institutionalization rather than limited by its structure. Presenters will also identify the promising/best practices and lessons learned when establishing, maintaining, and enhancing a culture of entrepreneurship within institutions of higher education.*

2:45–3:00 p.m.

**Coffee Break**

3:00 – 4:15 p.m.

**Implementing and Sustaining Service Learning**

*Reflections on lessons learned from adapting curriculum based on institutional and cultural differences, and working toward sustainability at an objective and institutional level*

Gateway Technical College & Ecole Supérieure de Technologie d'Oujda

Bryan Albrecht, Gateway Technical College –Kenosha, Wisconsin

Naima Benazzi, ESTO–Oujda, Morocco

Robin Hoke, Gateway Technical College –Kenosha, Wisconsin

Cheryl Ucakar, Gateway Technical College –Kenosha, Wisconsin

Rahhal Lahrach, ESTO –Oujda, Morocco

*In the educational arena we are often provided curriculum to implement. This presentation discusses lessons learned when adapting a successful curriculum from a US into a Morocco classroom.*

*The Biz Squad class is a consultative matrix team made up of students from different business disciplines. The Squad and professors provides services for entrepreneurs within the local community. Students learn about entrepreneurship and apply technical skills to problem-centric business projects. The class is held through a live, interactive shared classroom. US and Moroccan students and professors share project work and learn about international business practices and the application of small business concepts.*

*The discussion will focus on the adaptation of curriculum based on institutional and cultural differences, identification of stakeholders and working toward sustainability at the institutional and classroom level. We will use the Biz Squad as our example but our discussion is applicable to adapting classes into different educational environments.*

4:15 –4:30 p.m.      **Day 2 Conclusion**

## **Wednesday, December 10, 2014**

9:00–9:15 a.m.      **Day 3 Overview**

9:15 – 10:30 a.m.      **Creating a Business Incubator**

*Key Factors that Impact the Success of a Business Incubator*

Washtenaw Community College & Al Quds College

Rosemary Wilson, Washtenaw Community College—Ann Arbor, Michigan

Sameer Barhoumeh, Al Quds College—Amman, Jordan

*This presentation will address the process to create and operate a student business incubator in a community college. Several key factors that impact the success of the incubator will be discussed: long-term groundwork, in the form of key administrative support, education and training, and partnerships necessary prior to the establishment of an incubator; partnerships with the business community, governmental agencies, and other members of the entrepreneurial ecosystem that allow resources to be leveraged for the success of the incubator; and structured processes and procedures, based on best practices for operation of an incubator, that are essential for success and sustainability.*

10:30–10:45 a.m.      **Coffee Break**

10:45 – 12:00 p.m.      **Higher Education Organizational Transformation**

*System Engagement: Organizational Transformation in Higher Education*

Nassau Community College of SUNY and Al- Kafaat University

Nadim Tabbal, Al-Kafaat University– Beirut, Lebanon

Sally Crimmins-Villela, The State University of New York—Albany, New York

Rosemary Ortlieb-Padgett, Nassau Community College—Garden City, New York

*Accessibility, opportunity and service are qualities which embody the community college mission. Sharing this mission, Al Kafaat University and SUNY community colleges implemented a partnership that began with curriculum development and student service sector expansion. It has since grown into a dynamic system to system collaboration focusing on institutional self-study, assessment and ultimately, organizational transformation at AKU. In seeking U.S. accreditation, AKU and SUNY explore institutional impact on student learning through exchange, external and internal program review and research. All activities have led to the mutual benefit of partners in Lebanon and the United States.*

12:00–1:30 p.m.      **Lunch**

1:30 – 2:30 p.m.      **Partnership Closeout Process:**

Jessie Brown, ACE

Anne Guison-Dowdy, HED

2:30 – 4:30 p.m.      **Outline Development**

*Brief presentation synthesis and article guidance*  
Jessica Bagdonis, HED

*\*Partners will use the remaining time to reflect on presentation discussions and feedback and to develop a detailed outline of their written article.*

*\*HED staff also will be available to answer any partnership-specific questions regarding implementation, reporting, budget, etc.*

*\*Coffee will be made available.*

4:30–5:00 p.m.

**Concluding Remarks**  
Matthew Kuehl, HED